

SYLLABUS FOR LECTURER (10+2) EDUCATION

I. PHILOSOPHICAL FOUNDATION OF EDUCATION

1. Definition and Scope of Educational Philosophy. Need for Philosophy of Education, Bilateral Relationship of Philosophy and Education.
2. Educational Implications of the following trends in Western Philosophy with special reference to aims, curriculum, methods, discipline and human relationships:
 1. Realism
 2. Existentialism.
 3. Aims of Education in India since Independence with special reference to Radha Krishnan Commission, Mudliar Commission and Kothari Commission.
 4. A study of the following Thinkers on Education
 - a. R.N. Tagore
 - b. M.K. Gandhi
 - c. Dr. Zakir Hussain
 - d. John Dewy
 - e. Rouseau
 5. Ancient Indian Educational thought. Vedic and Buddhist Schools, Medieval period. Modern Indian Educational thought.

II. SOCIOLOGICAL FOUNDATIONS OF EDUCATION

1. Definition and scope of Sociology of Education and Education Sociology.
2. **Culture**
 - a) Dimensions: Cognitive-Material-Nonnative
 - b) Culture and Education
 - c) Creative and conservative role of Education.
3. **Social Change**
 - a) Theories of Social Change
 - b) Effect of Social change on Caste System and family system in India
 - c) Social Change and Education
4. **Modernization**
 - a) Concept of Modernization
 - b) Attributes of Modernization
 - c) Demands on Indian Education
 - d) Social Stratification and Education:

Meaning and types of inequality: Social inequality and social stratification. Types of social stratification. Relationship of social stratification and Education, Social status and social mobility, Education and Social mobility, social stratification and social mobility and their relationship with education.

III. PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

1. Major schools of Psychology having Educational relevance
 - a) Behaviourism
 - b) Gestalt Psychology

- c) Psychoanalysis
2. **Development**
Concept, stages, methods of studying Development (Longitudinal and cross-section) Genetics, Biological and Environmental Factors, Principles of Development.
 3. **Human Learning**
Concept of Learning
Classical-conditioning
Instrumental conditioning
Operant conditioning
 4. **Personality**
Concept, structure of personality, Freud (Id, ego and super-ego and the conscious, sub-conscious and un-conscious).
Theories of Personality- Type theory and Trait theory.
Factors affecting development of personality, assessment of personality through projective techniques.
 5. **Intelligence**
Concept of intelligence
Intelligence tests
Guilford's Model of Intellect
Intelligence and Education
- IV. METHODOLOGY OF EDUCATIONAL RESEARCH**
1. **Educational Research**
 - a) Meaning
 - b) Need and Importance
 - c) Characteristics
 - d) Levels - Theoretical, Applied, Action.
 2. **Research Problem**
 - a) Identification of the Problem
 - b) Criteria for selection.
 - c) Scope and Limitations
 - d) Hypothesis- characteristics, Types, Formulation
 3. **Methods of Educational Research**
Philosophical
Historical
Descriptive
Experimental
 4. **Sampling**
 - a) Population and Sample
 - b) Probability Sampling - Simple random, cluster, stratified and Multi stage.
 - c) Non-probability sampling: Quote, Judgement and purposive
 - d) Sample size
 5. **Data Collection**
 - a) Criteria of the data needed
 - b) Types of data- qualitative and quantitative
 - c) Techniques and tools.
 1. Characteristics, types and uses of

- i. Documentary scrutiny.
 - ii. Observation.
 - iii. Questionnaire.
 - iv. Interview.
 - v. Rating Scale.
 - vi. Schedules.
 - vii. Tests: Psychological and Educational.
2. Selection of appropriate tools.

6. **Analysis of Data**

- 1. Qualitative
 - i. Criticism-External, Internal
 - ii. Content analysis.
- 2. Quantitative
 - i. Measures of central tendency, variability relative position.
 - ii. Correlation-concept and uses.
 - iii. Regression-concept and uses.
 - iv. Null hypothesis testing
 - a. concept of levels confidence.
 - b. Concept of tests of significance.
 - c. One-tailed and two-tailed tests.
 - d. Type I and Type II errors.

I. GUIDANCE AND COUNSELLING

- 1. **Guidance**
 - i. Historical background- India
 - ii. Meaning and basic principles
 - iii. Appraisal of students
 - a. Philosophy underlying appraisal
 - b. Principles of appraisal.
 - c. Essentials of a school testing programme.
- 2. Types of Guidance (Educational, Vocational, Personal) Education & Guidance, curriculum & guidance, classroom learning and guidance.
- 3. **Counselling**
 - i. Purposes
 - ii. Elements and steps in counseling.
 - iii. Counselling and psychotherapy.
- 4. Theories of Counselling
 - i. Directive
 - ii. Non-directive.
 - iii. Psychoanalytical
 - iv) Behavioural
- 5. Guidance Therapy
 - a. Concept of therapy;
 - b. Group Psycho-therapy;
 - c. Occupational therapy
 - d. Environmental Therapy;
 - e. Child guidance clinic.

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II. EDUCATIONAL TECHNOLOGY

- 1. Educational Technology: Meaning and definition, objectives, types and its need in our country.
- 2. Instructional Technology- concept, importance and implications, its use for rural up-liftment.
- 3. Innovations in Teaching:

Programmed Instruction- Linear and branching programming; writing frames, Micro-teaching, team teaching, simulated teaching.
- 4. Computer assisted instruction in formal and non- formal educational system.

5. Classroom interaction- Its nature and advantages and limitations. Analysis through various systems:
 - a. Flanders System
 - b. Reciprocal category system (RCS)
 - c. Equivalent Talk category system (ETC)

III. STATISTICS IN EDUCATION

1. Normal Distribution Curve
 - a. Properties of normal curve
 - b. Tabulated areas under normal curve
 - c. Use of random numbers
2. Correlation and Regression:
 - a. Correlation by product moment method from scattergram.
 - b. Correlation by Rank Difference Method with a special reference to the correlation formula for minimising the effect of tie-scores.
 - c. Significance of correlation coefficients.
 - d. Regression equation
 - e. Predicting a particular value of 'Y' for a given value of 'X'.
 - f. Drawing a regression curve.
3. Testing of Hypothesis:

T-Test (for correlated and uncorrelated measures)

F- Test

Chi-square and contingency coefficient
4. Analysis of Variance: Concept Assumption computation and Two-way and Three-way classification with equal number of cases.
5. Factor Analysis- Spearman's Two-Factor theory and Thurstone's centroid Method: Theoretical concept of Rotation, Types of Rotation) arthogonal only)

IV. SPECIAL EDUCATION

1. **Special Education**
Concept, Scope and Basic Principles of Special Education.
2. **Mental Retardation (MR)**
 - i. Concept
 - ii. Levels and categories
 - iii. Characteristics, needs and problems of MR
 - iv. Criteria for Identification
 - v. Education of MR children
 - vi. Role of Parents and Teachers
3. **Giftedness**
Concept, characteristics, identification and provision for the education of gifted children
4. **Education of the Hearing Impaired**
Characteristics, Etiology and prevention, educational programmes.
5. **Education of the visually impaired**
Characteristics, Etiology and Prevention; Educational programmes.

**Sd/-
Secretary & COE
JK PSC**